

# Kentucky Department of Education Program Review Guide for Practical Living/Career Studies, Writing, and Arts & Humanities

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## Appendix



## APPENDIX

### Internal Review Tools

These tools are provided for school use during the program review and the reporting process.

#### ***Sample Teacher Information Letter***

When beginning the program review process, it is important to provide written information to teachers about the purpose and process of review. The information provided in the sample teacher information letter provides a basis for preliminary teacher communication. The letter, however, is not a substitute for the training all teachers will need to become familiar with all three program reviews and for the teachers to understand their roles in implementing high quality programs that provide all students access and opportunity in the three programs.

#### ***Program Review Committee Meeting Agenda***

The Program Review Committee Meeting agenda provides process details and guiding questions for committee review processes.

#### ***Student Survey***

When gathering information to inform an external program review, schools may gather data from students about their authentic program experiences. This survey is common across programs, and customizable. Depending upon school size, schools may choose to survey all students or a random sampling of students. If students need assistance in completing the survey (due to age or learning needs) the survey process can be facilitated, or the same information can be gathered through interviews.

#### ***Parent Survey***

When gathering information to inform a program review, schools may gather data from parents about the learning experiences and needs of their children. This survey is common across programs, and customizable. Depending upon school size, schools may choose to survey all parents or a random sampling of parents.

#### ***Internal Program Review Coversheets***

Internal Program Review Coversheets are common across programs, and should be completed and included electronically with the full review report set (including evidence, completed rubrics, and the Program Level Report). This full set should be made available for district external program reviewers and for the KDE document review, if requested.

#### ***Sample Parent Report Cover Letter***

The sample Parent Report Cover Letter provides schools with a suggested format for sharing information with parents about program review results. The letter to parents may be accompanied by a copy of the Program Level Report to provide an overview of results.

#### ***Sample Community Stakeholder Cover Letter***

The sample Community Stakeholder Cover Letter provides schools with a suggested format for sharing information with other community stakeholders about program review results. The letter to community stakeholders may be accompanied by a copy of the Program Level Report to provide an overview of results.

#### ***Faculty Reporting Meeting Agenda***

The Faculty Reporting Meeting Agenda, common across program areas, provides schools with a clear agenda for how to share the results of a program review. Informing the full faculty about the review process and results not only keeps

the progress of programs transparent within a school, but it also provides information and perspective for teachers in other disciplines to begin to consider overall program quality and implementation within their specific content areas.

## **External Review Tools**

Districts may use these tools and this process when conducting the annual external review.

### ***External Review Site Visit Agenda***

While additional approaches may be effective the External Review Site Visit Agenda is provided for districts to conduct a site visit. The agenda includes recommended processes and guiding questions for the annual, one-day review visit to schools.

### ***Teacher Interview Protocol***

During an external review site visit, district review teams may want to ensure that a sampling of teachers working within the relevant program and teachers working outside the program area is available for informal discussion. An interview protocol included here provides guiding questions to support district review teams in discussing the internal review process and program status with teachers.

### ***Student Interview Protocol***

During an external review site visit, district review teams may want to ensure that a sampling of students studying within the relevant program is available for informal discussion. An interview protocol included here provides guiding questions to support district review teams in discussing the program experience of students.

### ***Classroom Observation Tools***

Three classroom observation tools are provided (one for each program area). These observation tools are quantitative and qualitative in nature, and may be used by the external program review team to visit a sample of classrooms during the one-day site visit, in order to further inform their data set for reporting and providing feedback to the school.

## SAMPLE TEACHER INFORMATION MEMO TEXT

This memo is regarding our school's program review process for [Practical Living/Career Studies, Writing, Arts & Humanities]. Consistent with Senate Bill 1, all schools must conduct systematic program reviews for three disciplines, Practical Living/Career Studies, Writing and Arts & Humanities.

According to Senate Bill 1, a program review is

*...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)*

We will be convening program review committees for purposes of conducting thorough reviews of our program areas. Review committees should include all teachers who teach within the discipline and teachers from other disciplines across the school, as well as representative parents, students, and other community stakeholders with an interest in the instructional program.

The role of the program review committee will be to

- review evidence about the school program, including information about Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and Administrative/Leadership Support and Monitoring.
- use evidence to complete three (3) program rubrics,
- reflect on rubric assessment results, create a program report, and recommend actions for ongoing program improvement.
- participate in a similar external program review to be conducted by a district leadership team.

Program Reviews will be conducted three times each year –

- at the beginning of the year to determine current levels of performance to determine improvement targets and to ensure that the program is ready for successful annual implementation
- in the middle of the year to reflect on the extent and ways in which program improvement efforts are moving forward
- at the end of the year to reflect on the successful annual implementation of the program.

As program review processes move forward for our programs, more information and activities will be forthcoming.

## PROGRAM REVIEW COMMITTEE MEETING AGENDA

This agenda may be used when convening the Internal Program Review Committee (common across all program areas). When beginning the program review process, it is likely that individual meetings will need to be convened for each of the four rubrics to be completed for unique programs.

Objectives: Participants will

- examine existing evidence to inform overall program assessment
- complete three (3) program review rubrics
- identify areas of strength and needs, and make recommendations concerning next steps for program improvement
- complete the Program Review Report

Materials:

- complete evidence
- sample completed rubric and report
- blank rubrics
- blank reporting tools
- work supplies

### I. Review and Discuss Evidence

- a. What evidence is available to the committee?
- b. What information about the program can be synthesized from the evidence?
- c. What questions or notations do committee members have about the evidence?

### II. Complete the Rubric

- a. Using the evidence, complete each row of the rubric.
- b. Each row has a unique number of corresponding characteristics across three levels. Mark the level for each row that best represents the current program status in the school.
- c. Work to come to consensus. When the team encounters difficulties, return to the evidence to determine if it is sufficient to support a team consensus decision.

### III. Calculate Results

- a. Using the numerical process on the rubric, calculate the results, and transfer the results to the designated area on the rubric.

### IV. Examine Results and Make Recommendations

- a. Examine those areas for which results are "Needs Improvement."
- b. Revisit those rubric characteristics and examine the necessary requirements of "Proficient."
- c. Examine those areas for which results are "Proficient."
- d. Revisit those rubric characteristics and examine the necessary requirements of "Distinguished."
- e. Determine what next steps are possible to support ongoing program improvement.
- f. Identify the priorities for program action?
- g. Prioritize planned improvement actions and provide recommendations in the report.

## PROGRAM REVIEW STUDENT SURVEY

**Program Area:** \_\_\_\_\_

Criteria	Disagree	No Opinion	Agree
1. I learn new material in my classes in this content area.			
Give examples to support your opinion:			
2. My teachers support me when I need assistance during learning.			
Give examples to support your opinion:			
3. I understand the different courses that are available to me, and how to access them (middle and high school only).			
Give examples to support your opinion:			
4. My teachers use technology to support my learning during class.			
Give examples to support your opinion:			
5. I have interesting and useful experiences outside of class in this content area.			
Give examples to support your opinion:			
6. I have both individual and group learning experiences in this content area.			
Give examples to support your opinion:			
7. I show my learning with a variety of projects and products in this content area.			
Give examples to support your opinion:			
8. My teachers help me make connections between what I learn and my life.			
Give examples to support your opinion:			

## PROGRAM REVIEW PARENT SURVEY

**Program Area:** \_\_\_\_\_

Criteria	Disagree	No Opinion	Agree
1. My child has a positive attitude about learning in this content area.			
Give examples to support your opinion:			
2. My child receives the necessary support for learning in this content area.			
Give examples to support your opinion:			
3. I understand the different courses that are available to my child, and how to help my child have access to them (middle and high only).			
Give examples to support your opinion:			
4. My child is supported in using technology during learning experiences.			
Give examples to support your opinion:			
5. My child is afforded real-world experiences outside of the classroom in this content area.			
Give examples to support your opinion:			
6. My child is asked to do both individual and group work in this content area.			
Give examples to support your opinion:			
7. My child is allowed to demonstrate his/her learning in a variety of ways in this content area.			
Give examples to support your opinion:			
8. I have adequate knowledge about and engagement in my child's education in this content area.			
Give examples to support your opinion:			

## Internal Program Review Coversheet

School Name: \_\_\_\_\_

School Contact (name, phone, and email): \_\_\_\_\_

Program (circle one):

Practical Living/Career Studies

Writing

Arts & Humanities

Date Review Completed: \_\_\_\_\_

### Review Checklist:

- ☐ Program Report
- ☐ Completed Rubrics for each standard
  - Curriculum & Instruction
  - Formative and Summative Assessment
  - Professional Development and Support Services
  - Administrative/leadership - Support and Mentoring
- ☐ Evidence, Rationale & Recommendations for Improvement for each Demonstrator

Date Submitted to

External Program Review Committee: \_\_\_\_\_

Comments/Clarifications: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## SAMPLE PARENT REPORT COVER LETTER

*Schools may use this sample letter as a beginning to craft a letter to parents to accompany the Program Review Report: Program Level for any of the three program areas.*

As a part of our ongoing efforts to improve both teaching and learning in our school, we have recently completed a Program Review for [Practical Living/Career Studies, Writing, Arts & Humanities]. As a part of this review process we involved teachers, students, parents, and other stakeholders in identifying and responding to evidence about the quality and content of the program services provided for your child. We want to thank everyone for their participation and assistance in completing the Program Review, and we are attaching here the final program report for your information.

Included in the report you will find results for the four standards:

Curriculum and Instruction – the ways in which the content, materials, and learning processes provided for your child are of consistently high quality

Formative and Summative Assessment – the ways in which teachers in the program use ongoing and formal assessment to understand and respond to the needs of individual students

Professional Development and Support Services – the ways in which the school provides teachers with the professional learning experiences and support they need to provide high quality instruction for your child

Administrative/Leadership Support and Monitoring – the ways in which the school leadership supports effective program implementation and provides for the ongoing needs of students and teachers

In addition to reporting in these four program areas, the report also includes summary recommendations for continued program improvement, and the school will be acting on these recommendations in the coming months and year, to ensure that we are providing the highest quality learning experience possible for all of our students.

If you have any questions, or would just like to discuss these results, please contact . . .

## SAMPLE COMMUNITY STAKEHOLDER COVER LETTER

*Schools may use this sample letter as a beginning to craft a letter to other community stakeholders to accompany the Program Review Report: Program Level for any of the three program areas.*

As a part of our ongoing efforts to improve both teaching and learning in our school, we have recently completed a Program Review for [Practical Living/Career Studies, Writing, Arts & Humanities]. As a part of this review process, we involved teachers, students, parents, and other community stakeholders in identifying and responding to evidence about the quality and content of the program services provided for your child. We want to thank everyone for their participation and assistance in completing the Program Review, and are attaching here the final program report for your information.

Included in the report you will find results for the four standards:

Curriculum and Instruction – the ways in which the content, materials, and learning processes provided in this program area are of consistently high quality

Formative and Summative Assessment – the ways in which teachers in the program use ongoing and formal assessment to understand and respond to the needs of individual students

Professional Development and Support Services – the ways in which the school provides teachers with the professional learning experiences and support they need to provide high quality instruction for all students

Administrative/Leadership Support and Monitoring – the ways in which the school leadership supports effective program implementation and provides for the ongoing needs of students and teachers

In addition to reporting in these four program areas, the report also includes summary recommendations for continued program improvement, and the school will be acting on these recommendations in the coming months and year, to ensure that we are providing the highest quality learning experience possible for all of our students in this program area.

If you have any questions, or would just like to discuss these results, please contact . . .

## FACULTY REPORTING MEETING AGENDA

The following agenda should be used when convening the full faculty for a reporting meeting after Program Review has been completed. It is common across program areas, and should guide schools in effectively sharing information about both the process and results of program review.

Objectives: Participants will

- learn about the program review process
- examine completed rubrics and reports to understand program review results
- reflect and share ways in which the program review process can inform reflection and continuous improvement in other program areas

Materials:

- table copies of the full review set (keep these sets to a minimum and collect them after the meeting)
- table copies of the three program rubrics that can be used, written on, and notated
- individual copies of the program review reports for faculty use

- I. Review and discuss the program review process (involve committee members in leading)
  - a. Explain the basic steps of the review process
    - i. Evidence identification and review
    - ii. Rubric completion with consensus
    - iii. Report writing and recommendations
  - b. Discuss what the committee members learned as a result of the evidence identification process.
  - c. Discuss what the committee members learned as a result of the process for determining performance levels.
  - d. Share how the process itself influenced your thinking about your program.
  - e. Take questions from the faculty about the process.
- II. Review and discuss the program review results (involve committee members in leading)
  - a. Ask table groups to review the program review reports.
  - b. Share and discuss how to read the Program Level Reports.
  - c. Ask tables to engage in discussion (making sure that committee members are dispersed at all tables) about the connections between the scoring results and the recommendations made by the committee.
  - d. Encourage tables to revisit the completed rubrics as they discuss the ways in which the performance levels provide information about the next steps required to ensure program improvements.
  - e. Ask committee members at each table to share their reflections on the results and specifics of recommendations about future implementation – to ensure ongoing program improvement.
- III. Reflect on Program Review and Improvement
  - a. At tables, ask faculty to share the ways in which they use multiple sources of data to reflect on their own practice and on the quality of their program area.
  - b. Share a synthesis of table discussions with the whole group.

## EXTERNAL REVIEW SITE VISIT AGENDA

The following agenda may be used when district review teams conduct an external review site visit. It is common across program areas and may guide districts in effectively completing site visits and data collection.

Objectives: External reviewers will

- understand the Internal Program Review process and results
- observe representative practice to inform the evidence
- discuss program status and progress with teachers
- discuss student experience of the instructional program with students
- explore any additional questions that arise during the visit with internal review team members

Materials:

- Copies of the full Internal Program Review set (including the evidence, completed rubrics, program reports and Internal Program Review Cover Sheet)
- Notes for discussion of the Internal Program Review
- Classroom Observation Tool (program specific)
- Teacher and Student Interview Protocols

### I. Preparation Meeting

- a. Members of the External Review Committee review the school's Program Review sets prior to their meeting.
- b. The External Program Review Committee meets in private to discuss any notes or questions from their individual review of the school's Program Review set.

### II. Internal Program Review Committee Discussion

- a. The school's review committee meets with the district team to discuss their internal program review
  - i. Process
  - ii. Results (including rationale supported by detailed evidence)
  - iii. Next Step Recommendations

### III. Classroom Observations

- a. Using a schedule of classroom observations provided by the school, members of the district team conduct a series of 30 minute classroom observations within the program area and in other content areas across the curriculum.
- b. Team members may use the Classroom Observation Tool for the specific program area (included here).
- c. Team members may provide no feedback to teachers concerning observed practices.

### IV. Teacher Interviews

- a. Using a schedule of teacher interviews provided by the school, members of the district team conduct a series of 15 minute interviews with teachers from the program area and in other content areas across the curriculum.
- b. Team members may use the common Teacher Interview Protocol (included here).

V. Student Interviews

- a. Using a schedule of student interviews provided by the school, members of the district team conduct a series of 15 minute interviews with students.
- b. Team members may use the common Student Interview Protocol (included here).

VI. Closing Meeting

- a) District team members should meet briefly in private to discuss any discrepancies observed during the day between the schools program review and what was seen in the building during the day.
- b) District review team will consider the quality of the evidence the school provided as support for the self-assigned scores.
- c) District team members then meet with members of the school's Internal Program Review committee to ask follow-up questions and share general impressions.
- d) Completion of the External Program Review Report is done at a later date and then submitted back to the school with recommendations for further action.

## TEACHER INTERVIEW PROTOCOL

*This Teacher Interview Protocol may be used by the district External Program Review team during a program review site visit. The protocol is open-ended and informal, and intended to produce qualitative evidence to further inform the school's data set and the district site visit experience. Multiple copies of the protocol, designed to allow for direct hand notation, should be provided to the district team.*

Today we are conducting an External Program Review site visit, to follow up on the Internal Program Review process that has been taking place in your school. As a part of this visit, we have met with the school committee to hear about the process and results of the program review, and observed in several classrooms to see how the program actually looks during instruction. To ensure that we are including the voices and opinions of teachers in our site visit and external review, we are asking teachers to give us additional information about how they view the quality and progress of the program in your school. I have a series of questions to ask, and will take notes while you speak. There will be no identifying information included here. Do you have any questions or objection to being interviewed? (If not, continue)

1. Did you participate as a member of your Program Review committee?
  - a. (If not) How were members selected?
  - b. Would you like to participate in the future? Why?
  - c. (If so) What was that process like for you?
  - d. How did it inform your understanding of your own program and program quality?
2. What are the outstanding elements of this program in your school?
3. How did your school achieve this success?
4. What are the major program needs you see in your school?

5. How do you think the school plans to address these needs?
6. What do you believe students think about their classroom experience within this program in your building?
7. How might you continue to work on improving the program experience for students?
8. If there was one thing that you would like to see done in your school to improve the quality and implementation of this program, what would it be?
9. Do you have any other comments you would like to make?

## STUDENT INTERVIEW PROTOCOL

*This Student Interview Protocol may be used by the district External Program Review team during a program review site visit. The protocol is open-ended and informal, and intended to produce qualitative evidence to further inform the school's data set and the district site visit experience. Multiple copies of the protocol should be provided to the district team, and it is designed to allow for direct hand notation on the protocol.*

Today we are conducting an External Program Review site visit, to follow up on the Internal Program Review process that has been taking place in your school for the \_\_\_\_\_ program. As a part of this visit, we have met with the school committee to hear about the process and results of the program review, observed in several classrooms to see how the program actually looks during instruction, and talked with several teachers. To ensure that we are including the voices and opinions of students in our site visit and external review, we are asking students for additional information about how they experience the \_\_\_\_\_ program in this school. I have a series of questions to ask, and will take notes while you speak. There will be no identifying information included here. Do you have any questions or objection to being interviewed? (If not, continue)

1. Did you participate in the Program Review in your school?
  - a. (If not) What information do you have about the review?
2. What are the outstanding elements of the \_\_\_\_\_ program in your school?
3. Why do you think these ideas represent what is good about the program?
4. From your perspective, what are the major needs you see for this program in your school?
5. How would you describe an 'everyday' experience of the \_\_\_\_\_ program in your classes?





## CLASSROOM OBSERVATION TOOL: PRACTICAL LIVING/CAREER STUDIES

The External Review team may use this classroom observation tool for external Practical Living/Career Studies Program Review site visits during 30 minute classroom observations. Note that the tool is both quantitative and qualitative requiring Lykert Scale notations and comments. It is important to remember that during any 30 minute observation of practice, observers will never see all elements of effective practice, and so should consider observations as a partial snapshot of overall practice.

Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Students use appropriate discipline-specific vocabulary in written and oral communications.			
Comments:			
The classroom includes displays of quality student work.			
Comments:			
Students practice reflective and analytic thinking.			
Comments:			
Teacher provides appropriate scaffolding and modifications to ensure all students have access to learning.			
Comments:			
Teacher serves as an expert model of content-specific thinking and reasoning.			

Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Comments:			
The lesson includes opportunities for students to read, write, speak, and think like an expert.			
Comments:			
The classroom space is flexible to allow for individual, small, and large group interactions.			
Comments:			
The classroom space includes relevant content information and displays.			
Comments:			
Resources in the room are readily and easily accessible for student use.			
Comments:			

## CLASSROOM OBSERVATION TOOL: WRITING

The External Review team may use this classroom observation tool for external Writing Program Review site visits, and during 30 minute classroom observations. Note that the tool is both quantitative and qualitative requiring Lykert Scale notations and comments. It is important to remember that during any 30 minute observation of practice, observers will never see all elements of effective practice, and so should consider observations as a partial snapshot of overall practice.

Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Students engage in literacy learning opportunities to explore ideas and plan.			
Comments:			
Students integrate what they learn when using technology with what they learn offline and through discussion to enhance their ability to communicate effectively.			
Comments:			
Students engage in self-assessment and reflection the development of their communication skills.			
Comments:			
Students engage in discussion with self/teachers/peers to share progress, collaborate, arrive at answers and refine products.			
Comments:			
Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Teacher provides opportunity for students to write in a variety of forms, for a variety of purposes, and for a variety of audiences.			
Comments:			
Teacher models an extensive range of writing to learn strategies that support the development of a summative writing product.			
Comments:			

Teacher provides a variety of writing models to illustrate form, purpose, and audience.			
Comments:			
Teacher provide descriptive feedback to guide the student in development and growth as a communicator.			
Comments:			

## CLASSROOM OBSERVATION TOOL: ARTS & HUMANITIES

Use this classroom observation tool for external Arts & Humanities Program Review site visits, and during 30 minute classroom observations. Note that the tool is both quantitative and qualitative requiring Lykert Scale notations and comments. It is important to remember that during any 30 minute observation of practice, observers will never see all elements of effective practice, and so should consider observations as a partial snapshot of overall practice.

Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Students use appropriate arts vocabulary in written and oral communications.			
Comments:			
Student work displays showcase a variety of quality work samples and products.			
Comments:			
Student work demonstrates choice and original thinking.			
Comments:			
Students practice reflective and analytic thinking in relation to their own and others' work.			
Comments:			
Teacher provides appropriate scaffolding and modifications to ensure all students have access to arts learning.			
Comments:			

Characteristics of Effective Practice	Not Evident	Somewhat Evident	Highly Evident
Teacher serves as an expert model of content-specific thinking and reasoning.			
Comments:			
The lesson includes opportunities for students to read, write, speak, and think like an artist (note: this applies to all 4 arts disciplines).			
Comments:			
The classroom space is flexible to allow for discipline-specific creating and performing opportunities.			
Comments:			
The teacher realistically balances process and product expectations.			
Comments:			
The classroom space includes relevant content information and displays.			
Comments:			
Resources in the room are readily and easily accessible for student use.			
Comments:			

